**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fifth Grade – Module 2**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 2 Grading Guidance:**

* *Standards 5.NBT.1, 2, 5, and 6 are only assessed in Fifth Grade Module 1.* The remaining standards in this module will be assessed again in later modules. (See checklist on page 5.)
* Item 6 on the End-of-Module Assessment and item assesses multiple domains. We recommend scoring item parts separately. Teams may want to quickly calibrate and/or adapt the rubric to better reflect proficiency with the standards assessed. The score sheet has been adjusted to reflect this recommendation. Also consider adjusting the weight of the scores for the domains. (Less weight for domains that are only assessed by one item, more weight for domains assessed with multiple items.)

**Updates**

After feedback on Assessments in Module 1, **changes were made to the rubrics** for the Mid- and End-of-ModuleAssessments. The intent of the changes was to maintain the definition of the score of 3 as meeting standard, but ensure that perfection is not the only definition of a 3.

* Rubrics in this Assessment Packet for Module 2 are also modified from the original EngageNY rubrics to reflect the above information.

**Grade 5 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 2, and future modules in which those standards will be assessed.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 5 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5.OA | 1 |  | X |  | X |  |  |
| 2 |  | X |  | X |  | X |
| 3 |  |  |  |  |  | X |
| 5.NBT | 1\* | X | X |  |  |  |  |
| 2\* | X | X |  |  |  |  |
| 3a\* | X |  |  |  |  |  |
| 3b\* | X |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |
| 5\* |  | X |  |  |  |  |
| 6\* |  | X |  |  |  |  |
| 7\* | X | X |  | X |  |  |
| 5.NF | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3\* |  |  |  | X |  |  |
| 4a\* |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |
| 5a\* |  |  |  | X |  |  |
| 5b\* |  |  |  | X |  |  |
| 6\* |  |  |  | X |  |  |
| 7a\* |  |  |  | X |  |  |
| 7b\* |  |  |  | X |  |  |
| 7c\* |  |  |  | X |  |  |
| 5.MD | 1 | X | X |  | X |  |  |
| 2 |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |
| 3b\* |  |  |  |  | X |  |
| 4\* |  |  |  |  | X |  |
| 5a\* |  |  |  |  | X |  |
| 5b\* |  |  |  |  | X |  |
| 5c\* |  |  |  |  | X |  |
| 5.G | 1 |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |
| 3 |  |  |  |  | X |  |
| 4 |  |  |  |  | X |  |

**Fifth Grade Module 2: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 2: Mid-Module Assessment** | | | | | | | | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | | | | | | | | |
| Question | Operations and Algebraic Thinking | | Number and Operations in Base-Ten | | 5.OA.1 | 5.OA.2 | | 5.NBT.1 | | 5.NBT.2 | | 5.NBT.5 | | 5.NBT.7 | | 5.MD.1 | |
| 1 | 0 1 2 3 | |  | | X | X | |  | |  | |  | |  | |  | |
| 2 | 0 1 2 3 | |  | |  | X | |  | |  | |  | |  | |  | |
| 3 |  | | 0 1 2 3 | |  |  | | X | | X | |  | | X | |  | |
| 4 |  | | 0 1 2 3 | |  |  | |  | |  | | X | |  | |  | |
| 5 |  | | 0 1 2 3 | |  |  | |  | |  | | X | | X | |  | |
| 6 | 0 1 2 3 | | 0 1 2 3 | | X | X | | X | | X | | X | | X | | X | |
|  | |  | |  |  | |  | |  | |  | |  | |  | |  | | |
| Domain  Score | Operations and Algebraic Thinking | | Number and Operations in Base-Ten | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | |  | | | | | | | | | |
| Level |  | |  | |
| Level 3 | 8-9 points | | 10-12 points | |
| Level 2 | 5-7 points | | 6-9 points | |
| Level 1 | 0-4 points | | 0-5 points | |

Notes:

**Fifth Grade Module 2: Mid-Module Assessment Task Score Sheet (continued)**

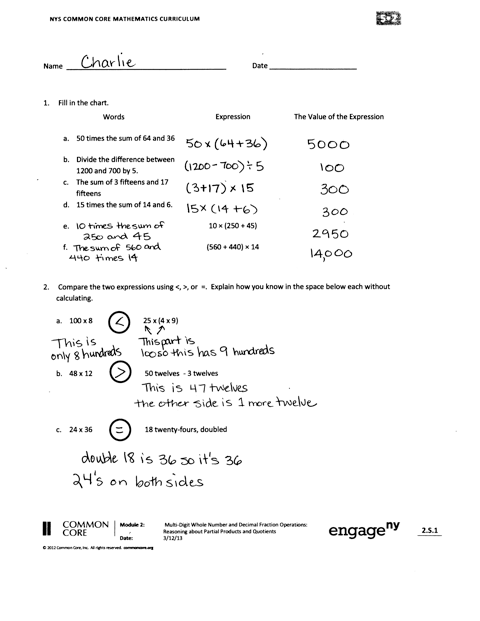
|  |
| --- |
| Mid-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| **Write and interpret numerical expressions.**  **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*  Understand the place value system.  **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **Perform operations with multi-digit whole numbers and with decimals to hundredths.**  **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.  **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Convert like measurement units within a given measurement system.**  **5.MD.1** Convert among different-sized standard measurement units within a given measurement  system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

**Fifth Grade Module 1: Mid-Module Assessment Task Rubric**

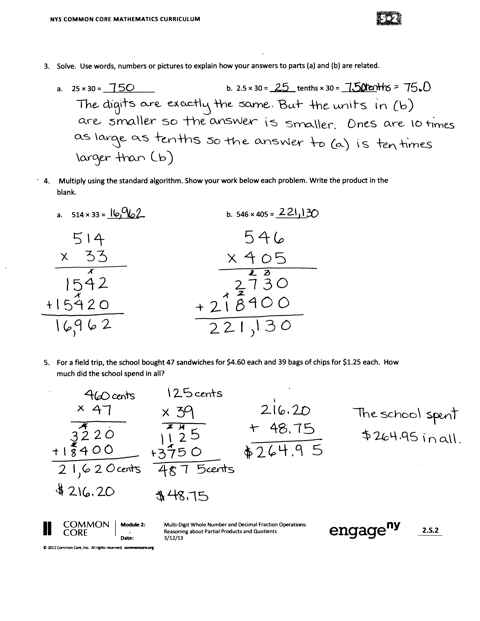
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1 \***  **5.OA.1**  **5.OA.2** | The student is able to answer **0-1** items correctly. | The student is able to answer **2-6** items correctly. | The student is able to answer **7-9** items correctly.  OR  Answers the Words for parts e and f incorrectly but answers all other parts correctly. | The student is able to:  Answer **10-12** items correctly.  **Note: Student must answer the Words for part e and/or f correctly to earn a 3.**  (See student sample for correct responses.) |
| **2 \***  **5.OA.2** | The student correctly completes **0-1** of the parts. | The student is able to correctly complete **2** of the parts. | The student is able to correctly complete **3-4** of the parts. | The student correctly completes **5-6 of the 6** **parts.**  (1 compare and 1 explain for each of 3 items.) |
| **3**  **5.NBT.1**  **5.NBT.2**  **5.NBT.7** | The student is unable to correctly multiply either Part (a) or (b) and makes no attempt to explain the relationship between products. | The student is able to multiply either Part (a) or (b) correctly, but makes no attempt to explain the relationship between the products. | The student is able to correctly multiply both Parts (a) and (b), and provides some explanation of the relationship between the products. | The student correctly multiplies both parts of the task and provides a complete explanation of the relationship between the products.   1. 750 2. 75 |
| **4**  **5.NBT.5** | The student does not use the standard algorithm or any strategy to multiply either Part (a) or (b). | The student does not use the standard algorithm, but uses another strategy to multiply Part (a) and/or Part (b).  **Note: Students may record regroupings in any position.** | The student uses the standard algorithm to multiply but makes errors in the partial products or the final product.  **Note: Students may record regroupings in any position.** | The student uses the standard algorithm to correctly multiply both Parts (a) and (b).   1. 16,962 2. 221,130   **Note: Students may record regroupings in any position.** |
| **5**  **5.NBT.5**  **5.NBT.7** | The student uses incorrect reasoning and neither multiplies nor adds. | The student uses partially correct reasoning (multiplies but does not add, or adds but does not multiply), and makes calculation errors. | The student uses correct reasoning, but makes calculation errors. | The student uses correct and reasoning and also calculates total correctly as $264.95. |
| **6 \***  **5.OA.1**  **5.OA.2**  **5.NBT.1**  **5.NBT.2**  **5.NBT.5**  **5.NBT.7**  **5.MD.1** | The student correctly completes **0 parts** of the task. | The student correctly completes **1-2 parts** of the task. | The student correctly completes **3 of the 5** parts of the task. | The student correctly completes **4-5** of the 5 parts of the task.  a. (1) 378 feet and (2)work shown.  b. (3)$37.80 and (4) reasoning.  c. (5) 84 × 1.5 × 103 or 84 × 103 × 1.5 |

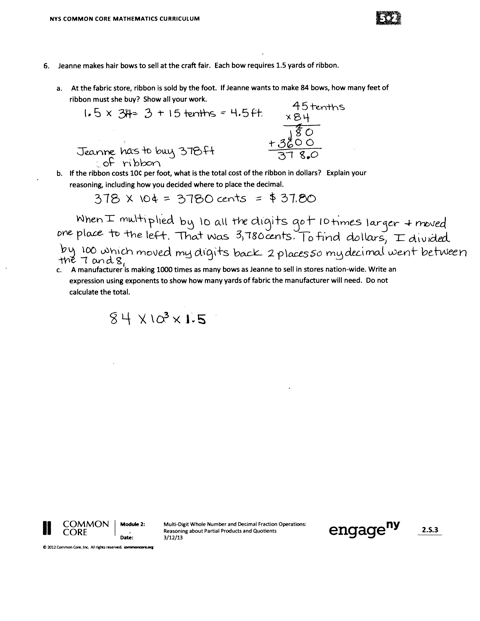
**Fifth Grade Module 1: Mid-Module Assessment Task Key**



**Fifth Grade Module 2: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 2: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 2: End-of Module Assessment** | | | | | | | | | | | | | | | | |
|  | **Domain** | | | **Standards** | | | | | | | | | | | | | |
| Question | Number and Operations in Base-Ten | | Operations and Algebraic Thinking | 5.NBT.1 | 5.NBT.2 | | | 5.NBT.5 | | 5.NBT.6 | | 5.NBT.7 | | 5.OA.1 | | 5.OA.2 | 5.MD.1 |
| 1 | 0 1 2 3 | |  | X | X | | |  | |  | | X | |  | |  |  |
| 2 | 0 1 2 3 | |  | X | X | | |  | | X | |  | |  | |  |  |
| 3 | 0 1 2 3 | | 0 1 2 3 |  |  | | |  | | X | |  | | X | |  |  |
| 4 | 0 1 2 3 | |  |  |  | | |  | |  | | X | |  | |  |  |
| 5 | 0 1 2 3 | |  |  |  | | |  | | X | |  | |  | |  |  |
| 6 a, b, c, e | 0 1 2 3 | |  | X | X | | | X | | X | | X | |  | |  | X |
| 6 d |  | | 0 1 2 3 |  |  | | |  | |  | |  | | X | | X |  |
|  | |  | |  | |  | | |  | |  | |  | |  | | | | |
| Domain  Score | Number and Operations in Base-Ten | | Operations and Algebraic Thinking |  | | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | | | | | |
| Level |  | | \*Consider less emphasis on this score in the grade book since it reflects only two items. |  | | |
| Level 3 | 15-18 points | | 5-6 points |  | | |
| Level 2 | 9-14 points | | 3-4 points |  | | |
| Level 1 | 0-8 points | | 0-2 points |  | | |

Notes:

**Fifth Grade Module 2: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics A–H)  Clusters and Standards Addressed |
| **Write and interpret numerical expressions.**  **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*  **Understand the place value system.**  **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.  **Perform operations with multi-digit whole numbers and with decimals to hundredths.**  **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.  **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  **Convert like measurement units within a given measurement system.**  5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. |

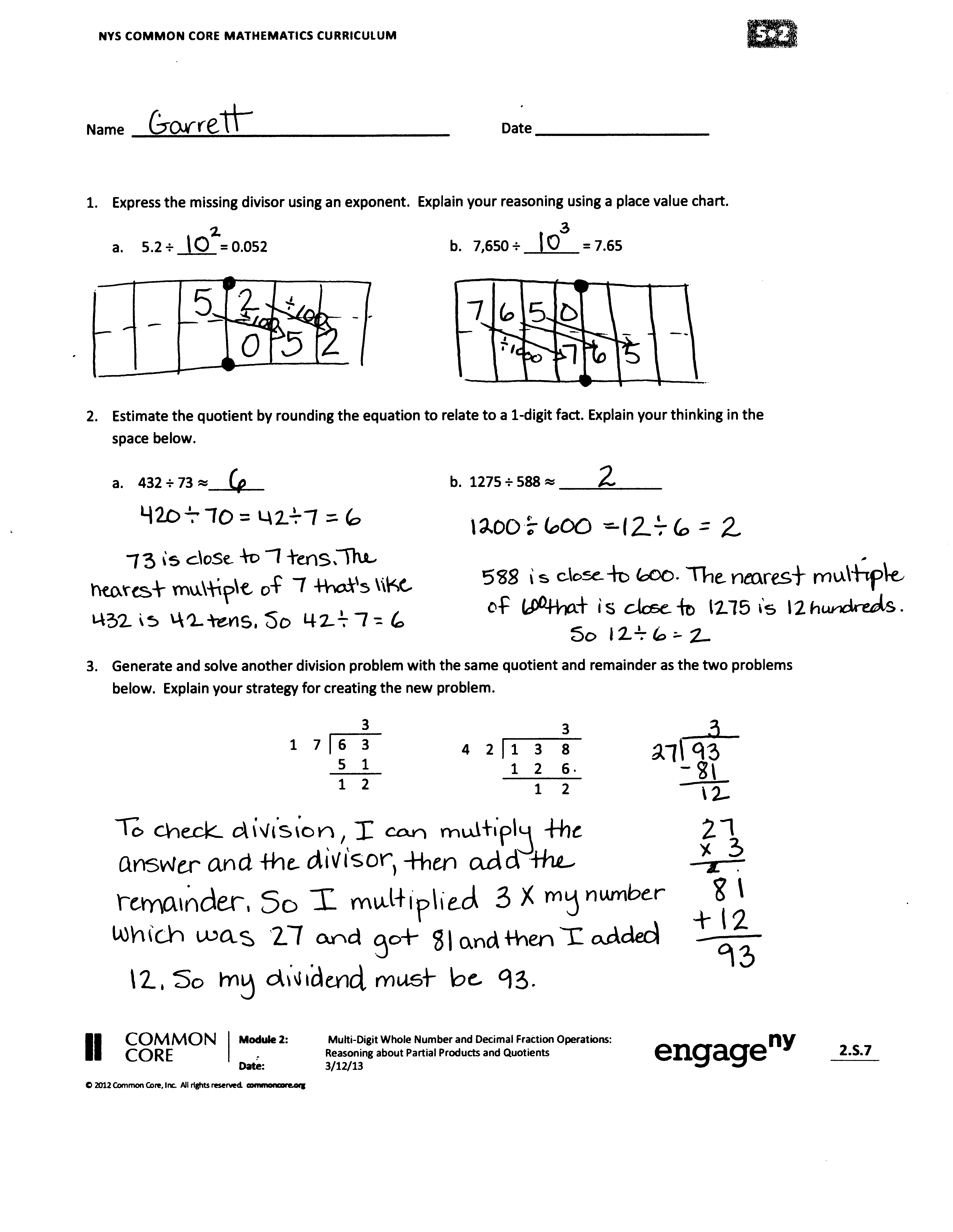
**Fifth Grade Module 1: End-of-Module Assessment Task Rubric**

**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

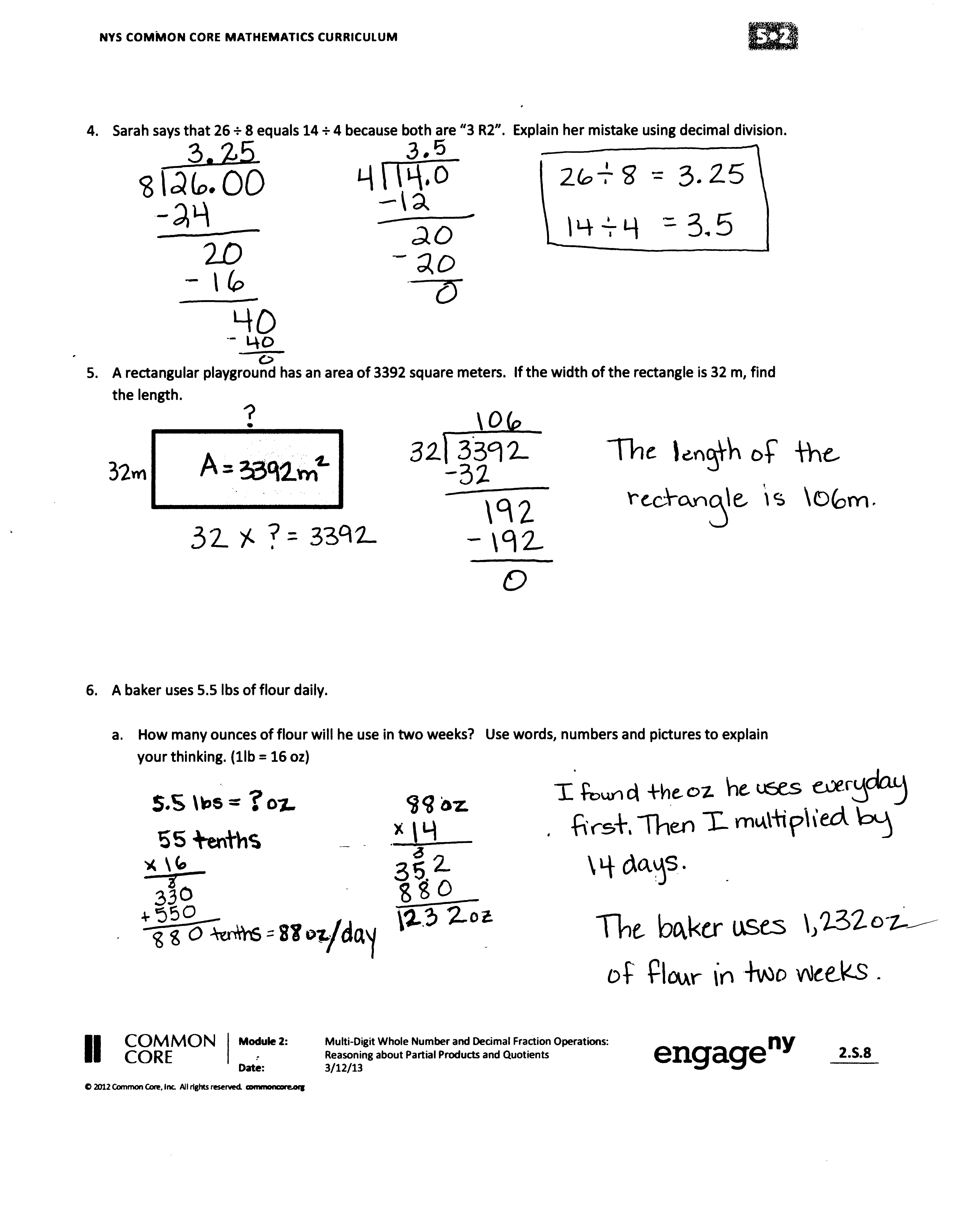
| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  **5.NBT.1**  **5.NBT.2**  **5.NBT.7** | The student is unable to express the divisors as powers of 10 either as multiples of 10 or as exponents and produces a place value chart with errors. | The student either shows the divisors as powers of 10 either as multiples of 10 or exponents or uses correct reasoning on the place value chart. | The student correctly expresses the divisors as powers of 10 either as multiples of 10 or exponents, and uses correct reasoning on the place value chart for either Part (a) or Part (b). | The student correctly expresses the divisors as powers of 10 either as multiples of 10 or exponents and shows correct reasoning on the place value chart for both Part (a) and Part (b).   1. 100 or 102 or both 2. 1000 or 103 or both |
| **2 \***  **5.NBT.1**  **5.NBT.2**  **5.NBT.6** | The student is unable to round either the dividend or the divisor to a one-digit fact. | The student correctly completes **1** part. | The student correctly completes **2** of the four parts. | The student correctly completes **3-4** of the four parts.   1. **(1)** 420 ÷ 70 = 6 and **(2)** explanation 2. **(3)** 1200 ÷ 600 =2 and **(4)** explanation |
| **3**  **5.OA.1**  **5.NBT.6** | The student is unable to generate a division problem with a quotient of 3 and remainder of 12. | The student generates a division problem with either a quotient of 3 or a remainder of 12, but is unable to explain reasoning used. | The student generates a division problem with both a quotient of 3 and a remainder of 12, but shows no evidence of a strategy other than guess and check. | The student generates a division problem with a quotient of 3 and remainder of 12 and uses a sound strategy (e.g., writes a checking equation \_\_ = 3 x \_\_+ 12). |
| **4**  **5.NBT.7** | The student is unable to perform the decimal division necessary to show non-equivalence of quotients. | The student is able to perform the division necessary to produce the whole number portion of the quotient, but is unable to continue dividing the decimal places to show non-equivalence of quotients. | The student is able to explain the non-equivalence of the quotients, but with errors in the division calculation. | The student divides accurately and explains the non-equivalence of the quotients. |
| **5**  **5.NBT.6** | The student does not divide to find the width of the playground. | The student makes two errors in division that lead to incorrect width of the playground. | The student makes one error in division that leads to incorrect width of the playground. | The student correctly divides and finds the width of the rectangle to be 106 m. |
| **6a, b, c, and e \***  **5.OA.1**  **5.OA.2**  **5.NBT.1**  **5.NBT.2**  **5.NBT.5**  **5.NBT.6**  **5.NBT.7**  **5.MD.1** | The student uses correct reasoning and/or calculation for **0-1** parts of the task. | The student uses correct reasoning and/or calculation for **2-3** parts of the task. | The student uses correct reasoning and/or calculation for **4-5** parts of the task.  Part d is the only place OA standards are assessed. Split this! | The student uses correct reasoning and/or correct calculation for **6-7** parts of the task.   1. **(1)** 1232 oz **(2)** explain 2. **(3)** 102 loaves 3. **(4)** 7 boxes **(5)** explain reasoning   -----------  **e. (6)** $8.00  **(7)** explain |
| **6d \***  **5.OA.1**  **5.OA.2** | The student is unable to write an equation that shows how much the baker will spend. | The student writes an equation with major errors. | The student writes a partially correct equation that shows how much the baker will spend. | d. The student writes an equation that shows how much the baker will spend.  Example:  (20 × 0.80) + (6 × $1.25) |

**Note** **for item 6a, b, c, and e:** if student calculates incorrectly in part a, allow full points for future calculations (part b) if the calculations are correct based on the incorrect unit conversions. Also, allow full points for part c if the calculations are correct, but based on an incorrect answer in part b. In other words, only penalize the student one time for the same error.

**Fifth Grade Module 2: End-of-Module Assessment Task Key**



**Fifth Grade Module 2: End-of-Module Assessment Task Key (continued)**



**Fifth Grade Module 2: End-of-Module Assessment Task Key (continued)**

